

## Checklist for Effective Instruction

### Grouping for Instruction

	Group students based on instructional purpose (e.g., one-on-one, pairs, small group) and students' needs (e.g., use small same-ability groups for struggling readers) <input type="checkbox"/> <i>Use flexible grouping to allow students to be members of more than one group</i>
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### Explicit and Systematic Instruction

	Review previous learning and prerequisite knowledge and skills <input type="checkbox"/> <i>Keep reviews brief, frequent, and spaced over time</i>
	Re-teach when necessary <input type="checkbox"/> <i>Try multiple techniques and vary presentation/format from initial instruction</i>
	Identify objective and specific elements to be learned <input type="checkbox"/> <i>Build specific knowledge and skills identified in state standards</i> <input type="checkbox"/> <i>Target needs based on continuous progress monitoring</i>
	Activate and build background knowledge <input type="checkbox"/> <i>Build on what students already know and expand their knowledge base</i> <input type="checkbox"/> <i>Consider cultural and linguistic diversity</i>
	Reduce the amount of new information presented at one time <input type="checkbox"/> <i>Use a logical sequence (e.g., progress from easier to more complex)</i>
	Model or demonstrate procedures <input type="checkbox"/> <i>Show how something is done</i> <input type="checkbox"/> <i>Think aloud and explain thinking processes used</i>
	Provide examples and, when appropriate, non-examples <input type="checkbox"/> <i>Include visual prompts and/or graphic organizers</i>
	Maximize students' engagement <input type="checkbox"/> <i>Include a variety of ways for students to participate (e.g., response cards)</i> <input type="checkbox"/> <i>Pace instruction, stop to repeat key ideas, and allow extra time if needed</i>
	Check for students' understanding <input type="checkbox"/> <i>Ask different levels of questions and encourage students to generate questions</i> <input type="checkbox"/> <i>Incorporate sufficient wait time</i> <input type="checkbox"/> <i>Provide corrective feedback to help students understand</i> <input type="checkbox"/> <i>Adjust instruction so students are challenged and able to develop new skills</i>

### Scaffolding Practice

	Provide opportunities to practice with teacher support and guidance <input type="checkbox"/> <i>Use appropriate level of materials</i> <input type="checkbox"/> <i>Incorporate manipulatives, graphic organizers, and/or hands-on activities</i> <input type="checkbox"/> <i>Gradually withdraw support as students become more proficient</i>
	Check for understanding <input type="checkbox"/> <i>Provide prompts to help students notice, find, and correct errors</i> <input type="checkbox"/> <i>Help students learn to self-monitor for understanding</i> <input type="checkbox"/> <i>Clarify misconceptions; re-teach when necessary</i> <input type="checkbox"/> <i>Include positive, motivating feedback</i>
	Provide many opportunities for independent practice to promote automaticity, generalization to different contexts, and maintenance <input type="checkbox"/> <i>Initially provide support during independent practice</i> <input type="checkbox"/> <i>Integrate practice of new knowledge/skills with those previously taught</i> <input type="checkbox"/> <i>Make connections across the curriculum</i> <input type="checkbox"/> <i>Frequently monitor students working independently to prevent them from practicing errors</i>

### Progress Monitoring

	Regularly use a classroom-based instructional assessment or progress-monitoring system to inform instruction
	Determine if students are making expected progress and if instruction needs